A Vision & Mission in motion:
Do All Things Well

We are St Patrick’s School. We are communities of...

- Faith
- Learning
- Stewardship
- Improved student/Adult outcomes
- Service
- Care
By encountering and engaging we are communities of:

- Partnerships / Relationships
- Self Reflection
- Professional Dialogue
- Evidence Base
- Learning Community
- School owned
- Empowered Leadership
- Stewardship

Improved Student / Adult Outcomes
ST PATRICK’S PEDAGOGICAL FRAMEWORK

- Planning
  - Clarifying
  - Designing
  - Producing

- Teaching
  - Engaging
  - Weaving
  - Reflecting

- Reporting
  - Summarising
  - Explaining
  - Communicating

- Assessing
  - Observing
  - Judging
  - Recording

Pedagogical Learning
- Experiencing
- Understanding
- Judging
- Deciding
Defining Curriculum

- Information that informs pedagogy. Teacher digests the curriculum into programs that leads the students through a process.

Diagram:
- Syllabus
- School Programs
- Pedagogical Learning
- Teaching
- Engaging
- Weaving & Reflecting
- Assessing
- Observing
- judging & recording
- Reporting
- Summarising
- Explaining and Communicating
- Planning
- Clarifying
- Designing & Producing
Pedagogy!

• Pedagogy is the practice of helping students/people learn.

• Pedagogy is embedded in the attributes of teachers.

• Pedagogy is embedded in the process that teachers use by deliberately bringing about learning in the students and themselves.

Attributes of Teachers

Pedagogical Learning

Pedagogical Process for Planning Teaching Assessing and Reporting
What are the Attributes and Processes

- Pedagogical Attributes
  - Knowledge of student /content
  - Interest
  - Skills
  - Health
  - Learning environment
  - Understanding
  - Willingness to learn
  - Openness
  - Values/habits

- Pedagogical Processes
  - Structuring –syllabus /school programs
  - Planning –clarifying, designing producing
  - Teaching –engaging weaving Reflecting
  - Assessing-observing, judging and recording
  - Reporting- summarizing, explaining and communicating.
  - Praying
Examples of Catholic Curriculum Include

- Syllabus documents—which contain standards, aims, goals programming rules developed through structuring at the macro level of the NSW education system.
- School Work programs—developed through structuring at micro level of Catholic Education system to be used by teachers in planning.
- Unit and lesson plans—developed through planning to be used by teachers in teaching and assessing.
- Assessment instruments—developed through assessing to be used by teachers in reporting.
- Report Cards developed through reporting to be used by teachers in reporting and planning.
Reporting Process

Pedagogy

summarising
communicating
explaining
Summarising

There is a distinction between judgements which teachers make about student performance on assessment tasks or through incidental observations, and judgements which teachers make about judgements across a range of different performances.
Summarising

The reporting process:

When an overall summative judgement is required for specific reporting purposes, the judgements against the outcome are summarized into one summative judgment:

One summative judgement (A to E) might be for knowledge, understanding and for ways of working.
Explaining

Pedagogy

summarising

communicating

explaining
Explaining

Explaining necessarily considers additional information to grades (both overall and dimension grades).

It also includes reasons for the learning journey in terms of effort, participation, and learning habits. Explaining also sheds light back on the clarifying phase of the planning process (see Workshop 1a) since it may suggest ways to improve or enhance the student’s future learning journey.
Communicating

Pedagogy

summarising

communicating

explaining
Communicating

*Communicating* involves producing some text, usually written in the form of a report card or verbal through a parent-teacher interview.

The purpose here is to communicate the understandings about student learning and performance determined through *explaining*, with the needs of the audience of such texts (usually parents, caregivers, and students themselves) first and foremost.
Bloom’s Taxonomy

- Cognitive Domain
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- https://www.youtube.com/watch?v=lv-cL8dwaA0

- Revision of Taxonomy
- Remember (I know)
- Understand (I comprehend)
- Apply (I can use it)
- Analyse (I can be logical)
- Evaluate (I can judge)
- Create (I can plan)
Zone of Proximal Development – Vygotsky’s youtube link: (1 min 10 secs)

https://www.youtube.com/watch?v=rX8lRh1u5iE

Every student learns differently and every student can learn they just need the help of the teacher.
Vygotski Proximal Development

- Children construct knowledge
- Learning can lead development
- Development cannot be separated from its social context
- Language plays a central part in mental development

The distance between AP and IP - learning occurs in the Zone.
Zones of Learning and Teaching
Zones 1 - 3

<table>
<thead>
<tr>
<th>1</th>
<th>To: The students watch the teacher (Teacher to Student “I do”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>With: The students work with the teacher: (Student with the teacher. “We do.”) Teacher provides direct advice and guidance and demonstrates with the student</td>
</tr>
<tr>
<td>3</td>
<td>By: The student works independently (students-consolidate and work independently. “You do.”)</td>
</tr>
</tbody>
</table>

Scaffolding in Zones

Routine  Familiar  Situations

Zones of Proximal Development 1 to 3 are procedural tasks: Progression to independence

Teachers are consistently buzzing around the classroom – engaging, weaving and reflecting-What does a learning environment look like when pedagogical learning is engaged?
Zone of Proximal Development

• Youtube Link

Zone of Proximal Development by Kikbunny28
(2:05 minutes)

https://www.youtube.com/watch?v=VUjauOIKuW4
Zones of Learning and Teaching
Zones 1 - 6

<table>
<thead>
<tr>
<th>Zone</th>
<th>Activity Description</th>
<th>Insight</th>
<th>Creative</th>
<th>Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>No one got the problem—let me model—teach you through the process-modelling</td>
<td>Routine</td>
<td>Critical</td>
<td>Familiarity</td>
</tr>
<tr>
<td>5</td>
<td>Critical and Inquiry voice—asking questions—thinking out loud—being creative in thinking</td>
<td></td>
<td></td>
<td>Situation</td>
</tr>
<tr>
<td>6</td>
<td>Problem solving—Higher order critical creative inquiry based thinking.</td>
<td></td>
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</tr>
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What about students with special needs? Modify the curriculum to get the students in the Zone—Teacher deliberately designs the opportunities to how will I know the kids are in the Zone?
### Moving through the Zones

<table>
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<th>No one got the problem –let me model –teach you through the process-modelling</th>
<th>Critical and Inquiry voice-asking questions-thinking out loud –being creative in thinking</th>
<th>Problem solving –Higher order critical inquiry based thinking.</th>
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#### Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>To the students (whole class)</th>
<th>With the students (Weaving through the classroom)</th>
<th>By the (students-consolidate and practice- reflect)</th>
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</table>

#### Vygotsky zones

Assessing and Reporting flows out of the teacher practice with the Zones.
A to E In the Zones

<table>
<thead>
<tr>
<th></th>
<th>4 No one got the problem –let me model –teach you through the process-modelling</th>
<th>5 Critical and Inquiry voice-asking questions-thinking out loud –being creative in thinking</th>
<th>6 Problem solving –Higher order critical inquiry based thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>2 With the students (Weaving through the classroom)</td>
<td>3 By the (students-consolidate and practice- reflect)</td>
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Assessing and Reporting flows out of the teacher practice with the Zones.
Examples of A –E Matrix From Other States

• Discussion about Other States
• Queensland
• Catholic Education Office Tasmania
• New South Wales Grade Scale
• Victoria
• Northern Territory
• Toowoomba Catholic Education
WHAT A TO E MEANS....

What A to E means
The Board of Studies develops statewide curriculum standards for all government and non-government schools in New South Wales. These determine what students are required to learn. The Board has also developed the A to E descriptions of achievement. These will be used to describe how well a student has achieved in each subject over the past semester (two terms). Achievement standards will be applied consistently across the state.

C means that your child is ‘on track’ in relation to what he or she is expected to learn. Other grades will indicate whether your child is doing better than expected or needs more help.

WHAT DOES A C MEAN?

Why use the A to E grades?

- Schools currently use some form of a scale when reporting to parents, but there is no consistency across schools.
- The A to E scale will be used by all schools and provide a consistent language for reporting to parents across the state.
- Teachers will make a professional judgement, using the grade descriptions, about how well each student has learned what he or she was expected to learn in the past semester (two terms).
These new grades are different from the grades you might remember from your school years. The new A to E grades don’t rank your child in his or her class. Rather, the grades indicate whether your child is ‘on track’, and learning what is expected, doing better than expected or needs more help. For example, a grade of C indicates that your child is making sound progress in relation to what he or she was expected to learn over the last semester – your child is ‘on track’.

Kindergarten students, students with learning difficulties and students who are learning English for the first time will receive a written report but without the A to E grades.
A  The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
Thank You for coming along